



2005 INSTITUTIONAL EFFECTIVENESS REPORT

INTRODUCTION

This document is the University of South Carolina Beaufort's annual Report on Act 255 of 1992 and Act 629 of 1996. This report is required by the South Carolina Commission on Higher Education and the South Carolina Legislature. It covers the school year 2004-2005.

The Office of Institutional Effectiveness and Research at USC Beaufort is responsible for all institutional assessment activities. Through assessment, USC Beaufort improves its programs and services in order to offer the best educational experience possible. Student participation in assessment activities is a university priority. The Quality Council is responsible for overseeing general education assessment as well as reviewing the academic units' assessment reports. These documents are maintained in the Office of Institutional Effectiveness and Research for future reference.

The 2005 Institutional Summary report for the University of South Carolina Beaufort addresses:

1. Library Resources
2. Majors/Concentrations (Business, Early Childhood Education, English, Hospitality Management, Human Services)
3. Alumni/Placement Surveys

LIBRARY RESOURCES

In 2002, as the USC Beaufort campus moved to 4-year status, the library devised quantitative and qualitative methods of assessment which it began summarizing in annual reports entitled *The State of the USCB Library*. These assessments annually compare our collections in all major subject areas to those of the other two USC 4-year campuses, USC Aiken and USC Upstate.

As USC Beaufort began the quantitative assessments of collections, its goal was to reach 55% of the Aiken and Upstate collections using the *National Title Count by LC Class* designations as a basis for comparison. The following chart shows substantial collection growth during the past three years. In this example, we focus on USC Beaufort's approved baccalaureate degree programs:

QUANTITATIVE	2002	2005
<i>Degree Program</i>		
Business	Less than 50%	Collection exceeds USC Aiken; Nearly equals USC Upstate
Early Childhood Education	Less than 50%	Collection 60% of USC Aiken; 58% of USC Upstate
HRTM	50%	Collection 84% of USC Aiken; 65% of USC Upstate
Human Services	55%	Collection 76% of USC Aiken; 67% of USC Upstate
Biology	50%	Collection 86% of USC Aiken; 72% of USC Upstate
Literature	55%	Collection 69% of USC Aiken; 77% of USC Upstate
Psychology	Less than 50%	Collection 85% of USC Aiken; 72% of USC Upstate

USC Beaufort's qualitative assessment methodology looks at both books and periodicals, with the intent of reaching at least 20% of the titles recommended in standard American Library Association (ALA) reviewing media, e.g., *Books for College Libraries*, *Best Books for Academic Libraries*, and *Magazines for Libraries*. This is an ongoing, multi-year evaluation process that the University uses for collection development purposes to continue strengthening individual subject areas. USC Beaufort's 2005 results are as follows:

QUALITATIVE	2005 Books	2005 Periodicals
<i>Degree Program</i>		
Business	11%	99%
Early Childhood Education	7%	100%
Hospitality Management	N/A	100%
Human Services	23%	69%
Biology	25%	70%
Literature	27%	92%
Psychology	23%	83%

In comparing our combined collections to ALA Guidelines for 4-year institutions, i.e. *The Standards for College Libraries*, we have evaluated our collections overall, our staff, and our library facilities, having earned the following ALA grades in 2002 as compared to 2005:

ALA Guidelines	2002	2005
Collections	Grade C	Grade B
Professional Staff	Grade A	Grade A
Support Staff	Grade D	Grade D
Facility	Grade D	Grade A

Grade A 90-100%
Grade B 75-89%
Grade C 60-74%
Grade D 50-59%

Regarding student instruction, in 2003, the library incorporated five standards of Information Literacy into its bibliographic instructional program, teaming up with faculty in the English Department to include all students in English 101 classes. USC Beaufort's goal was to ensure that all students who successfully completed this program would score 90% or higher on the exit exam. Unfortunately, the University did not meet this goal, which turned out to be overly optimistic. In the first year of operation, 2003-04, 92% of the students scored 80 or higher (out of a total 100 points) on the exit exam. In the second year, 2004-05, student performance dropped to 70% scoring 80 or higher. The University is currently reevaluating its teaching methods, the exam's used, feedback from students, and the level of commitment from faculty and staff to see if USC Beaufort can raise student achievement levels in its Information Literacy instructional program to preceding levels or above.

The library provides web-based instructions and tutorials for students on how to search the web and how to access databases and online catalogs from home. The library also provides an interactive survey form on the web and an identical print copy available at the circulation desk soliciting student and other user evaluations of collections and services. The latest survey results collected during the 2004-05 academic year indicate library patron satisfaction with library collections, facilities, and services:

Library Survey	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
Collections	13	11	6	2	2
Databases	5	3	3	1	1
Computers	6	4	1	1	
Facilities	4	5	2	1	
Hours	6	1	3	2	
Staff	9		2	1	
Services	7	2	2		1

In addition to surveys, the library has an "Ask the Librarian" web page for research and reference use by students at remote locations.

MAJORS AND CONCENTRATIONS

Major assessment is done in concert with the University's mission and strategic plan. The program director compiles the assessment report in conjunction with the department faculty and submits the document to the University's Quality Council for review. Majors will be reviewed by internal and external constituencies as the institution continues its commitment to excellence.

Assessment Instrument	Business	Early Childhood Education	English	Hospitality Management	Human Services
Alumni Survey	X	X	X	X	X
Graduating Seniors Survey	X	X	X	X	X
Capstone Course	X	X		X	X
Exit					

Interviews					
Oral Reports	X	X	X	X	X
Portfolios		X			
National Exam	X	X	X		
Local Exam			X	X	X
Employer survey	X	X		X	X
Senior Project	X	X		X	X
Course-embedded	X	X	X	X	X
Student Evaluation Forms	X	X	X	X	X
Self Assessment Procedures	X	X	X	X	X

Business

The primary tool for assessing student knowledge in the business program is the Educational Testing Service's (ETS) Business Major Field Test. It is administered as part of the capstone Strategic Management course.

Summary of ETS Business Major Field Test Results in Percentiles

	USCB Mean Score
2004/2005 (Spring 2005) (N=16)	150.7

Assessment Indicators	Mean Percent 2004/2005 (Spring 2005) (N=16)
Accounting	37.3
Economics	45.0
Management	64.4
Quantitative Business Analysis	57.1
Finance	27.3
Marketing	51.3
Legal and Social Environment	47.4
International Issues	48.1

Based on ETS results, students are not mastering content from accounting and finance, but have good analytical skills. To address areas of programmatic weakness, the business program is contemplating the addition of a quantitative competency exam as a prerequisite to Strategic Management and a new faculty member has been hired to teach accounting and finance.

Education

The Early Childhood Education program has been aligning desired performance outcomes for graduates with institutional, state, and national standards, and developing assessment rubrics for identified critical performances expected of all program graduates. The assessment and evaluation system includes an analysis of candidate performance on nationally-normed tests of general academic performance in PRAXIS I, and an analysis of candidate knowledge in teaching the specialized area of Early Childhood Education measured by nationally-normed exams in PRAXIS II. To be admitted to the Professional Program, students must pass all three portions of the PRAXIS I. Our pass rate for the PRAXIS II is 100 percent. The Early Childhood Education faculty will continue to advise students of upcoming PRAXIS workshops and encourage attendance.

There is an analysis of candidate performance on 5 critical performances expected of all graduates:

1. Students must have a cumulative GPA of 2.75 to be accepted for Internship.
2. Passing score on PRAXIS II.
3. Satisfactory completion of Professional Portfolio during final semester.
4. Satisfactory ADEPT evaluation and ADEPT notebook.
5. Satisfactory Dispositions evaluation.

Education graduates and employers are surveyed to ascertain satisfaction with the program. Surveys and procedures are being refined to improve this process and will be in place at the end of the Fall 2005 semester. We have an online email list of Fall 2004 and Spring 2005 alumni, and this list was recently updated with current teaching positions. We use this list to share news and other communications with our Alumni. This is an extension of online groups included in our courses.

English

Since fall 2004, all English majors have been required to take the GRE subject exam in Literature in English during the final weeks of BENG 453 (The Development of the English Language), a course required for all majors. It was interesting giving the exam to students at various degrees of program completion (sophomore, junior, and senior)--and it established a strong correlation between performance and the number of courses taken toward the major--but the English program will not perform this assessment in precisely this way again. In the future, the test will be administered as an exit exam for graduating seniors. To measure the teaching effectiveness of the English program, the GRE will be converted to an exit exam with goals set based on "blue-box" scores (points attributable to books we have taught in the English program's courses).

To create such "blue box" scores this year, we obtained the academic records for each student taking the test; we obtained syllabi for all of the English courses taken by these students at USCB; and, in advance of the test, we specially coded ("blue-boxed") on our grading spread sheet all questions on the 230-question test pertaining to works each individual student had read for his or her courses at USCB. With the exception of a single statistical outlier, all 21 students this year performed well on these "blue-box" questions. Seniors answered on average (median) 78% of these questions correctly; non-seniors answered an average (median) 67% of these questions correctly. The English program was able to extrapolate from the data to suggest that 80% of what USC Beaufort's students know about literature, they know from our courses; 20% of what USC Beaufort's students know about literature, they know from their lives

beyond the classroom. 20th-century American literature proved to be an area of strength for the English program's students. The median score for seniors in this category was 35% correct (all questions--not confined to "blue box" questions); this compares with a median of 13% for non-seniors. 19th-century American literature, however, was an area of noted weakness. Seniors and non-seniors all performed poorly, with an average student performance of 2% of questions answered correctly. Students scored tolerably well in 20th-century British, with an average 10% answered correctly but scored poorly in Romantic (5%) and Victorian (6%) British literature.

To address areas of programmatic weakness, instructors of BENG 287, BENG 288, and BENG 289 (gateway courses for the major) will begin requiring students to buy a basic glossary of literary terms. The English program will seek to hire an instructor who specializes in 19th- and 20th-century British literature and offer more upper-division coursework in Romantic and Victorian British literature.

English graduates are surveyed to ascertain satisfaction with the program. On the Exit Survey, 100% of the students agreed that the English program had helped them meet the program goals and student learning outcomes.

Hospitality

The primary tool for assessing student knowledge within the hospitality program is the student's performance in their final internship capstone class BHRM 495. This course includes a final project as well as an on the job work component. The two components of this course combine the theory with practice and allow students a chance to perform in a work setting before graduation. Employer surveys are conducted on student work performance resulting in 25% of the students receiving an outstanding, while 75% of the students received a rating of Very Good. Despite the many successes in the hospitality program, there is room for improvement.

Human Services

The human services program undergoes continuous review, assessment, and modification to address important program and curriculum issues. Grades reveal that there are some deficiencies in fulfillment of the statistics requirement. Faculty are meeting on the curriculum to strengthen the courses. Additionally, during the internship component of the program, 100 percent of the students submitted a final thesis paper with a grade of "C" or higher. Internship evaluations were conducted with 90% of human services students obtaining a positive score from their internship supervisor. As a result of various assessments and employer surveys, the human services curriculum will undergo a slight change to be implemented in 2006/2007.

Programs Eligible for Accreditation

The following is a list of accrediting agencies and areas available to programs offered through USC Beaufort and an indication of the accreditation status of the USC Beaufort available for accreditation.

Accrediting Agencies and Areas	Accreditable Programs	Fully Accredited Programs	Details on Program (if program not fully accredited)			Date agency/ area added to CHE List
			Year Program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
Association of Collegiate Business Schools and Programs						
Business (BUBD) – Baccalaureate degree programs in business and business-related fields	B.S. Business Management		2004			
National Council for Accreditation of Teacher Education						
Teacher Education (TED) – Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	B.A. Early Childhood Education		2004		Spring 2007	

The Early Childhood Education Program began the accreditation process by submitting an application and report to NAEYC and received approval. The NCATE application has been submitted and the program is working with a consultant to work towards NCATE accreditation. The planned NCATE visit will be in Spring 2007.

The Business program will begin the application process for accreditation from the Association of Collegiate Business Schools and Programs Fall 2005.

SUCCESS OF STUDENT IN DEVELOPMENTAL COURSES

This component is not applicable to our institutional type.

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

The numbers here reflect upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

	Number of Students Participating in Sponsored Research
Upper Division, Undergraduate Students	0
Graduate Students	N/A

RESULTS OF PROFESSIONAL EXAMINATIONS

All public institutions must report student scores on professional examinations with detailed information over time. The information reported should include all examinees that completed the specific exam during the period of April 1, 2004 through March 31, 2005, and should list the entire name for each exam.

Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
0020 EC Education	06/12/2004	2	2	2	100%
0020 EC Education	09/11/2004	6	6	6	100%
0021 Ed. Of Young Child	09/11/2004	1	1	1	100%
0020 EC Education	11/20/2004	5	5	5	100%
0021 Ed. Of Young Child	11/20/2004	1	1	1	100%
0020 EC Education	01/08/2005	2	2	2	100%
0021 Ed. Of Young Child	01/08/2005	1	1	1	100%
0020 EC Education	03/05/2005	3	3	3	100%

All of the above tests are PRAXIS II subject exams.

ALUMNI/PLACEMENT SURVEYS

See Appendix A.

Appendix A

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution: University of South Carolina Beaufort

Academic Year Surveyed Students Graduated:

2001-2002

Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)

The hyperlink for this report is:

http://

How many graduates did you survey?

67

What percent of the graduating cohort does this represent? 76%

How many surveys were returned?

9

Survey response rate: 13.4%

Survey Based on (Place "X" in one):

☐

Sample

☒

Total Group

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	<u>4</u>	<u>44.4%</u>
b. Less than one month	<u>2</u>	<u>22.2%</u>
c. 1 to 3 months	<u>1</u>	<u>11.1%</u>
d. 4 to 6 months	<u> </u>	<u>-</u>
e. 7 to 12 months	<u> </u>	<u>-</u>
f. Over 12 months	<u> </u>	<u>-</u>
g. Have not obtained a full-time job	<u>2</u>	<u>22.2%</u>
h. Did not seek a full-time job	<u> </u>	<u>-</u>
<i>Total</i>	<u>9</u>	

2. Indicate which single category best describes the student's current status.

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	<u>1</u>	<u>11.1%</u>
b. Employed and continuing my education	<u>3</u>	<u>33.3%</u>
c. Employed full-time	<u>4</u>	<u>44.4%</u>
d. Employed part-time	<u> </u>	<u>-</u>
e. Self-employed	<u> </u>	<u>-</u>
f. Serving in Armed Forces	<u> </u>	<u>-</u>
g. Caring for a home/family	<u> </u>	<u>-</u>
h. Unemployed, seeking work	<u> </u>	<u>-</u>
i. Unemployed, not seeking work	<u> </u>	<u>-</u>
j. Other	<u>1</u>	<u>11.1%</u>

Total

9

3. Indicate the relationship between the student's college major their first full-time job after graduation.

After Graduation	# of Responses	% of Total
a. Highly related	3	37.5%
b. Moderately related	1	12.5%
c. Slightly related	2	25.0%
d. Not related	2	25.0%
e. Not employed		-
Total	8	

4. Indicate the relationship between the student's college major and their full-time job.

Currently	# of Responses	% of Total
a. Highly related	3	37.5%
b. Moderately related	1	12.5%
c. Slightly related	2	25.0%
d. Not related	2	25.0%
e. Not employed		-
Total	8	

5. Indicate the location of the student's first job after graduation.

After Graduation	# of Responses	% of Total
a. South Carolina	6	75.0%
b. Southeast, outside of South Carolina	1	12.5%
c. Outside the Southeast	1	12.5%
d. Not employed		-
Total	8	

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: _____

Academic Year for Graduating Students: 2001-2002

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column.
(Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://_____

How many students were surveyed? 67

How many students responded? 9 Response Rate: 13.4%

Was this population a **sample** or the **total group**? 88

1. Students' level of satisfaction with:

	<i>Responses to Question</i>		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	9	100.0%	3	33.3%	5	55.6%	1	11.1%		0.0%		0.0%		0.0%
1.2 INSTRUCTION in the major	9	100.0%	5	55.6%	4	44.4%		0.0%		0.0%		0.0%		0.0%
1.3 GENERAL EDUCATION program														
of study (non-major)	9	100.0%	3	33.3%	5	55.6%	1	11.1%		0.0%		0.0%		0.0%

requirements)											
1.4 INSTRUCTION in general education	9	100.0%	4	44.4%	4	44.4%	1	11.1%	0.0%	0.0%	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	9	100.0%	3	33.3%	5	55.6%	1	11.1%	0.0%	0.0%	0.0%

2. How frequently involved in each of the following activities (on or off the job):

	<i>Responses to Question</i>		Weekly		Monthly		Annually		Less Often		Never	
	% of Total Responses											
	#		#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education												
or training	9	100.0%	2	22.2%	2	22.2%	3	33.3%		0.0%	2	22.2%
2.2 "Lifelong learning"/personal enrichment												
studies outside career area(s)	8	88.9%	3	37.5%	1	12.5%	3	37.5%	1	12.5%		0.0%
2.3 Professional or service organizations	9	100.0%	1	11.1%	3	33.3%	2	22.2%	2	22.2%	1	11.1%
2.4 Volunteer, public or community service	9	100.0%	2	22.2%	1	11.1%	2	22.2%	3	33.3%	1	11.1%
2.5 Social/recreational organization	9	100.0%	1	11.1%	3	33.3%	1	11.1%	2	22.2%	2	22.2%
2.6 Support or participation in the arts	8	88.9%	1	12.5%	1	12.5%	2	25.0%	2	25.0%	2	25.0%

3. The college experience influenced my participation in the above activities:

	<i>Responses to Question</i>		Strongly		Moderately		Somewhat		None at all	
	% of Total Responses									
	#		#	%	#	%	#	%	#	%
3.1 Career-related advanced education										
or training	9	100.0%	6	66.7%	1	11.1%		0.0%	2	22.2%
3.2 "Lifelong learning"/personal enrichment										
studies outside career area(s)	8	88.9%	5	62.5%		0.0%	3	37.5%		0.0%
3.3 Professional or service organizations	9	100.0%	4	44.4%		0.0%	2	22.2%	3	33.3%

3.4 Volunteer, public or community service	8	88.9%	3	37.5%	1	12.5%	1	12.5%	3	37.5%
3.5 Social/recreational organization	9	100.0%	1	11.1%	1	11.1%	2	22.2%	5	55.6%
3.6 Support or participation in the arts	9	100.0%	2	22.2%	1	11.1%	3	33.3%	3	33.3%
3A Aggregate										

4. I have voted in ____ of the elections since leaving college.

<i>Responses to Question</i>		All		Most		Some		Few		None	
#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
9	100.0%	7	77.8%		0.0%		0.0%		0.0%	2	22.2%